

Welcome Y'all: Family Engagement and PBIS

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WELCOME Y'ALL:

Family Engagement and PBIS

11th Annual
GAPBS Conference
December 5-6, 2018

Michelle Sandrock
School Climate Specialist
Wraparound Services Coordinator

Family Engagement Defined

- Family engagement is a **shared responsibility** in which **schools** and other community agencies and organizations are committed to **reaching out to engage families in meaningful ways** and in which **families** are committed to **actively supporting their children's learning and development**.
- Family engagement is **continuous across a child's life** and entails enduring commitment but changing parent roles as children mature into young adulthood.
- Effective family engagement **cuts across and reinforces learning in the multiple settings** where children learn- at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.

What is High-Impact Family Engagement?

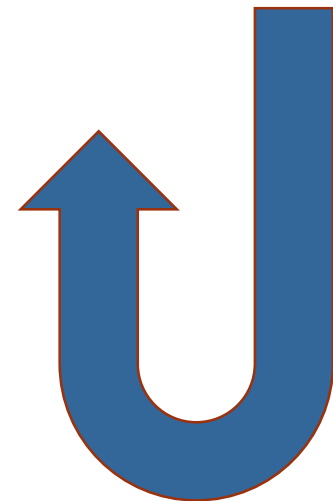


High-impact family and community engagement is collaborative, culturally competent, and focused on improving children's learning.

What is High-Impact Family Engagement?

Some examples of high-impact strategies are:

- **Building personal relationships, respect, and mutual understanding** with families through home visits, community walks, and class meetings.
- **Sharing data** with families about student **skill levels**.
- Listening to families about their **children's interests and challenges**, then using this information to **differentiate instruction**.
- **Modeling** effective teaching practices so families can use them at home.
- Incorporating content from **families' home cultures** into **classroom lessons**.
- **Aligning family engagement** activities with **school improvement goals**.

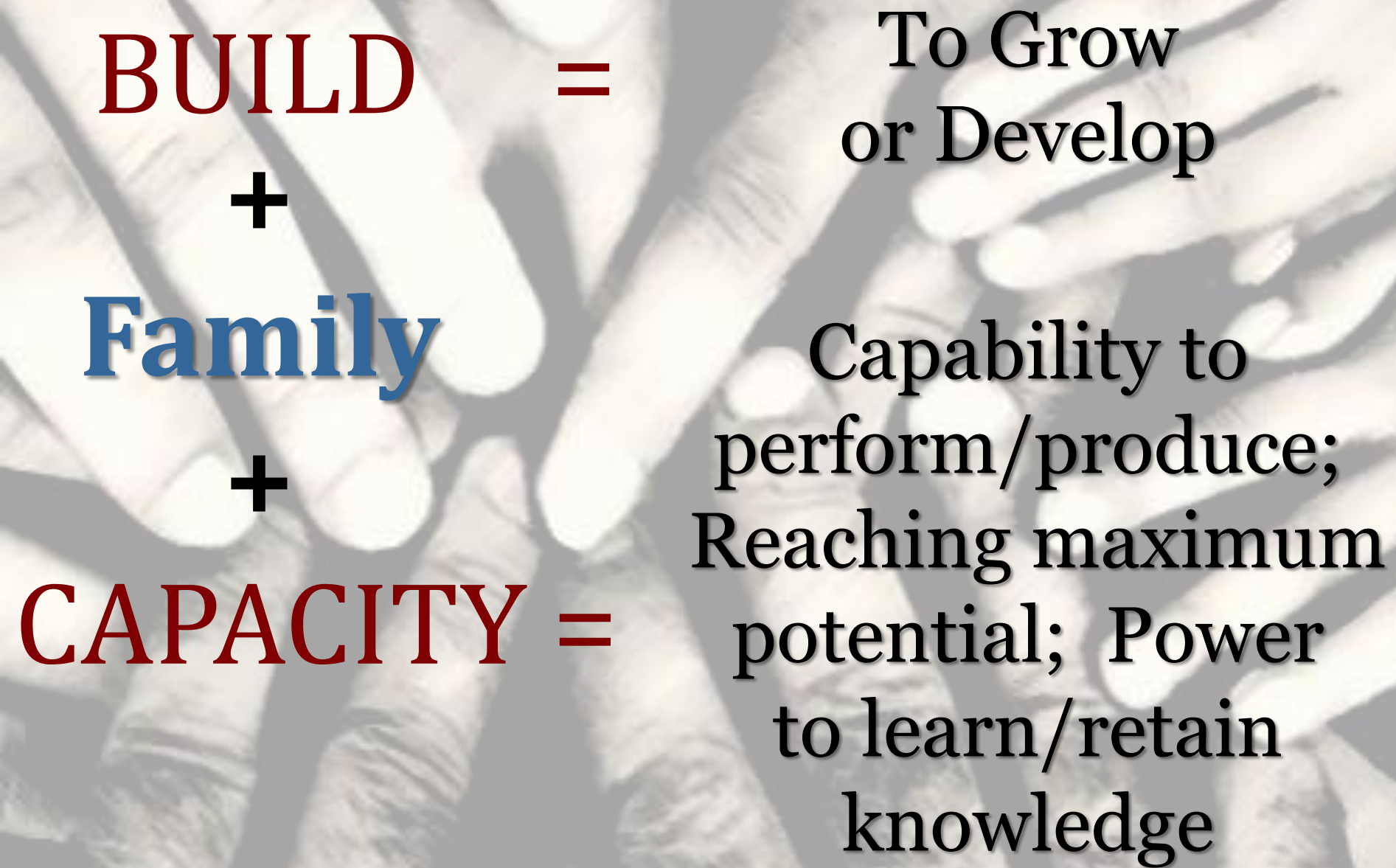


What is the Goal?

Effective Family-School Partnerships



How do we get there?


$$\begin{array}{lcl} \text{BUILD} & = & \text{To Grow} \\ & & \text{or Develop} \\ & + & \\ \text{Family} & & \\ & + & \\ \text{CAPACITY} & = & \begin{array}{l} \text{Capability to} \\ \text{perform/produce;} \\ \text{Reaching maximum} \\ \text{potential; Power} \\ \text{to learn/retain} \\ \text{knowledge} \end{array} \end{array}$$

Three Essential Pieces for Family and Community Engagement



What Capacities Do We Need to Build?



Capabilities



Cognition



Connections



Confidence

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the “4 C” areas:

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

It Starts Here...

PTA's National Standards for Family-School Partnerships



Building Relationships Drives the Others

Where is Your School?

When it comes to partnering with families and the community, how does your school rank?

There are four levels of achievement when defining schools based on partnership:



- * **Partnership School**
- * **Open-Door School**
- * **Come-if-We-Call School**
- * **Fortress School**

*Beyond the Bake Sale:
The Essential Guide for Family-School Partnerships (2007)*

Why WELCOMING Environments?

According to the book, *Beyond the Bake Sale: The Essential Guide for Family-School Partnerships* by Anne Henderson, Karen Mapp, Vivian Johnson, and Don Davies (2007), **welcoming environments** provide parents with a **reciprocal relationship** where not only do **they feel that they belong to the school, but the school belongs to them.**



How Family-Friendly is Your School?



How Family-Friendly Is Your School?

Part of the Georgia Family-Friendly Partnership School Initiative

	1	2
Before viewing the Georgia Virtual Family - Friendly Partnership Schools, take a minute to complete this self assessment. <i>How family - friendly is your school?</i> In column one place a check mark beside the items you feel represent your school. Then, after viewing the Georgia Virtual Family - Friendly Partnership Schools review your choices. <i>Do you still think your school is family - friendly in those areas?</i> Now using column two place an X beside the items you would like to improve or implement in your school.		

- | | | |
|---|--|--|
| 1. The school is easy to find within the community and the front entrance of the building can be easily identified. | | |
| 2. The front of the school depicts a welcoming environment that naturally makes families and visitors feel accepted and at ease. | | |
| 3. The school provides various guest badges upon sign in representing either a parent, a volunteer, or a visitor. | | |
| 4. The front office staff is friendly and helpful. They assist and recognize visitors immediately, as well as answer the phone and treat visitors politely. | | |



Georgia's Family-Friendly Partnership School Initiative



Communicate Effectively

COMMUNICATION

MAKE SURE
YOU LISTEN

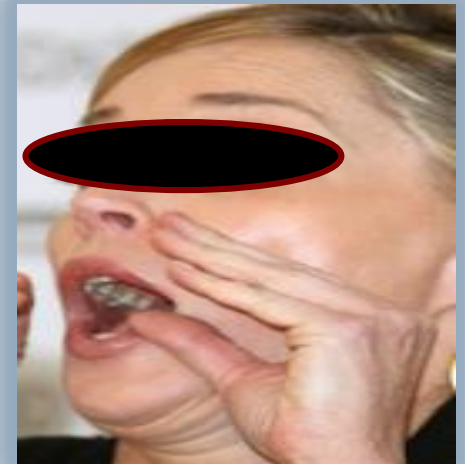
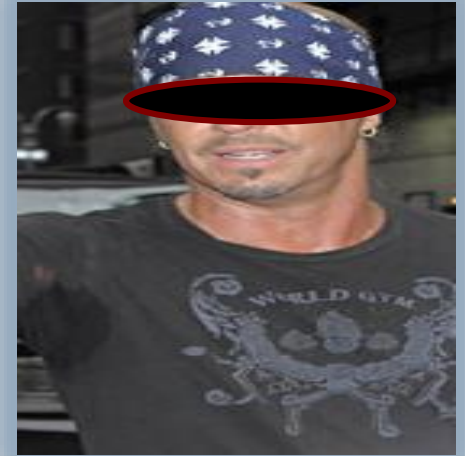
AS MUCH AS
YOU TALK



IS A
**TWO-WAY
STREET**



Changing Our Mindset



Choose One of These Candidates to be Your Very Engaged Parent

Twiggy



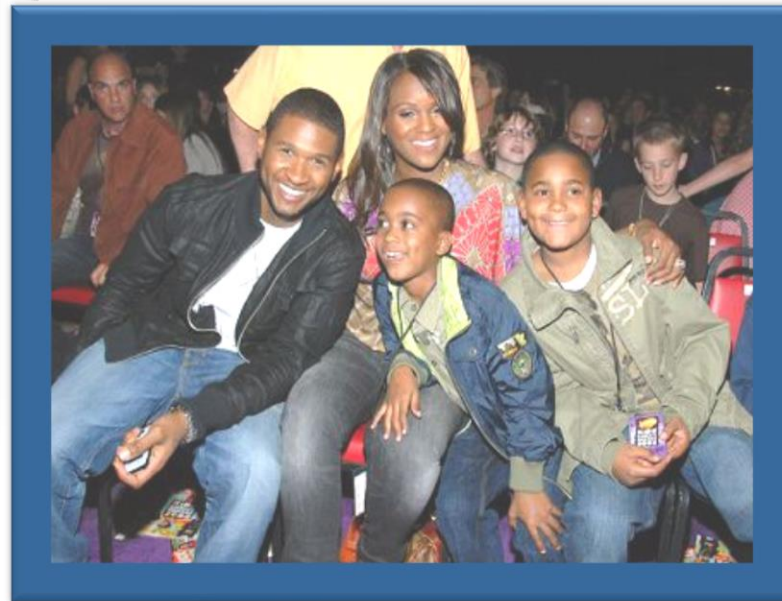
Chad Michael



Serena Williams



Katie
Holmes



Usher



Sharon Stone

Engaging Families

There are often three categories of parents/families you will encounter:

Natural Leaders.

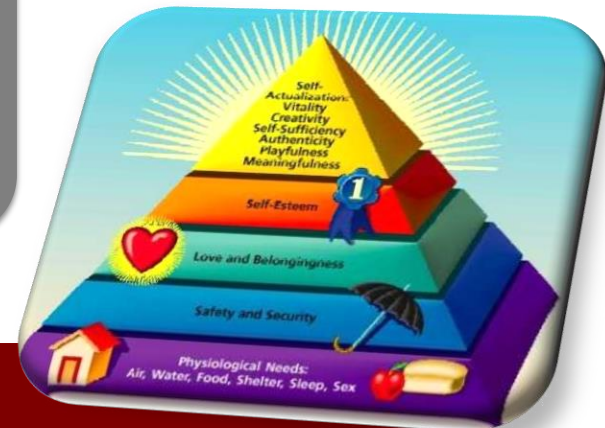
Will seek out ways to help and be involved.

Not Sure Leaders.

Want to be involved, but don't know what to do, how to help or feel that they don't have anything worth offering.

Not Leaders.

May do the basics if asked, won't do anything extra.



When do Parents become Parent Leaders?

**Parents are
more likely
to become
leaders
when they:**



- Feel **accepted, encouraged, and supported** by other parents and professionals;
- Are **recognized** for their successes and contributions;
- Receive **positive feedback** and reinforcement; or
- See **other parents** like themselves taking on **leadership roles**.

Genuine Conversations and Outreach

To build a relationship, we have to go to them.
We can't expect families to always come to us.

Where are your families?

- Apartment Complexes
- Churches
- Parks and Recreation
- Government Services
- Barber Shops
- Convenient Store



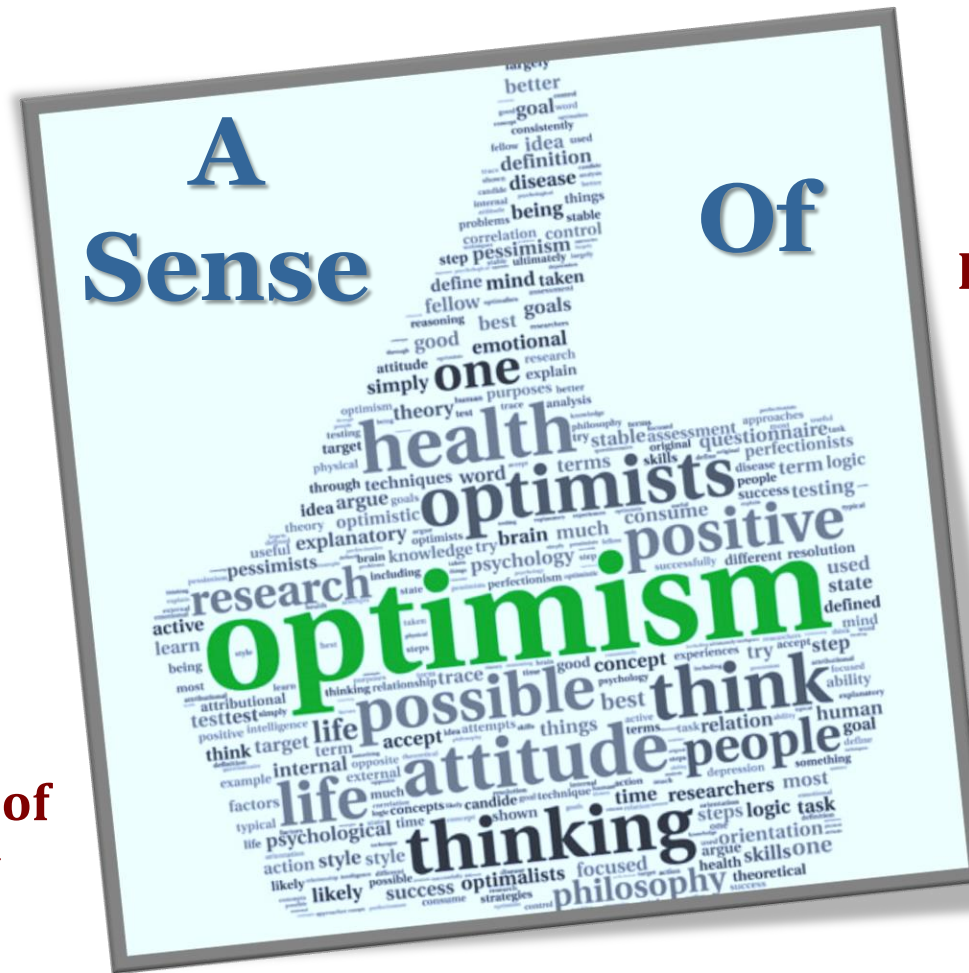
How can business and community partners
help us reach our families?

**Welcoming
Environment**

**Emphasis on
Success**

**High
Expectations**

**Coordination of
Community
Services**



**Atmosphere of
Respect & Safety**

**Communitywide
Celebrations**

**Emphasis on
the Positive**

“...schools want students and families to feel at home, to think of the school as their school.”

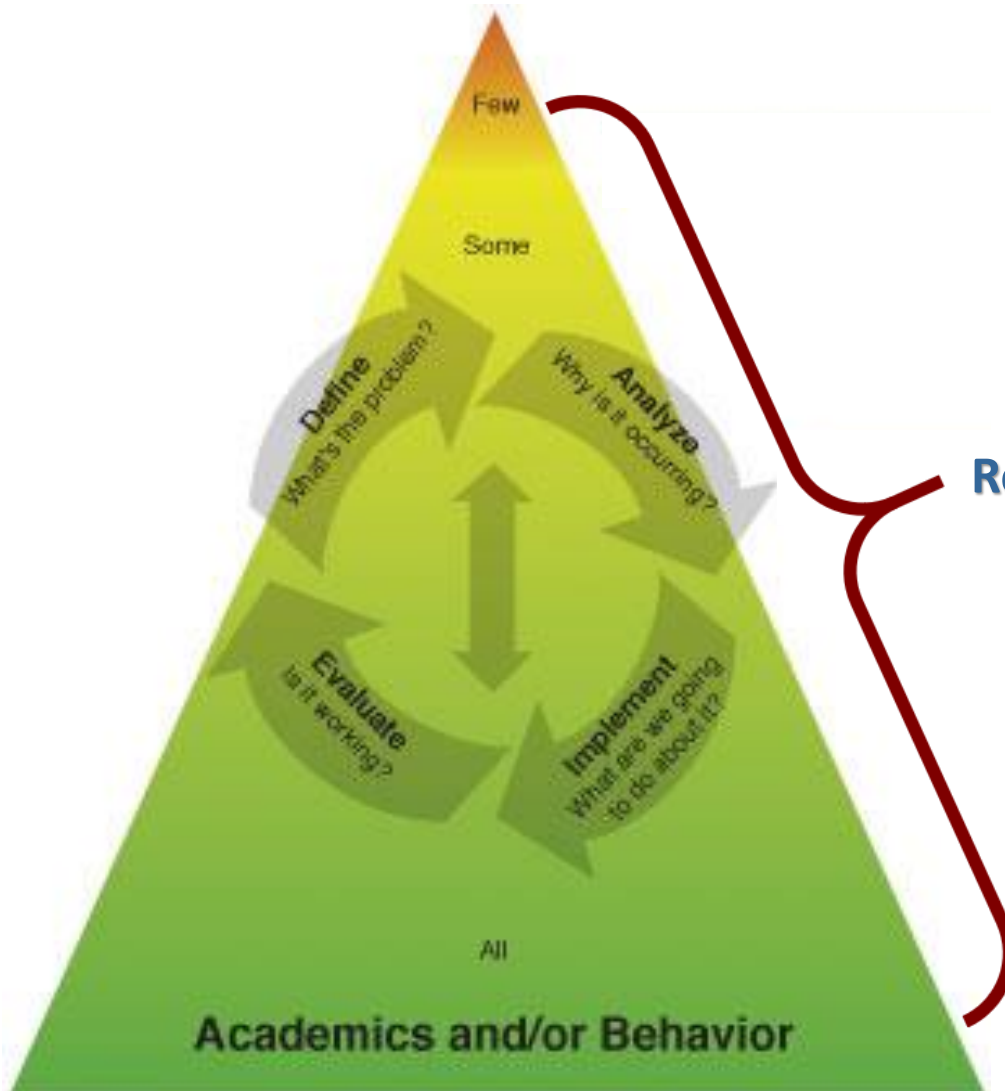
Building a Culture of Hope: Enriching Schools with Optimism and Opportunity
Barr and Gibson, 2013

PBIS



FAMILY ENGAGEMENT

Multidimensional Multi-Tiered Support



- Aligns with and supports the goals of children receiving Tier 3 support
- Empowers families

- Aligns with and supports the goals of children receiving Tier 2 support

Responsive to Family and Student Needs

- Networking & leadership opportunities
- Welcoming, inviting school culture
- Families' preferences are basis of communication methods
- Positive relationships, awareness and two-way communication

Family-School Partnerships Embedded in PBIS

How do you support students and engage families throughout the Tiered Model of Services and Support?

Supporting Students

Tier 3 Supports for Students:

Tier 2 Supports for Students:

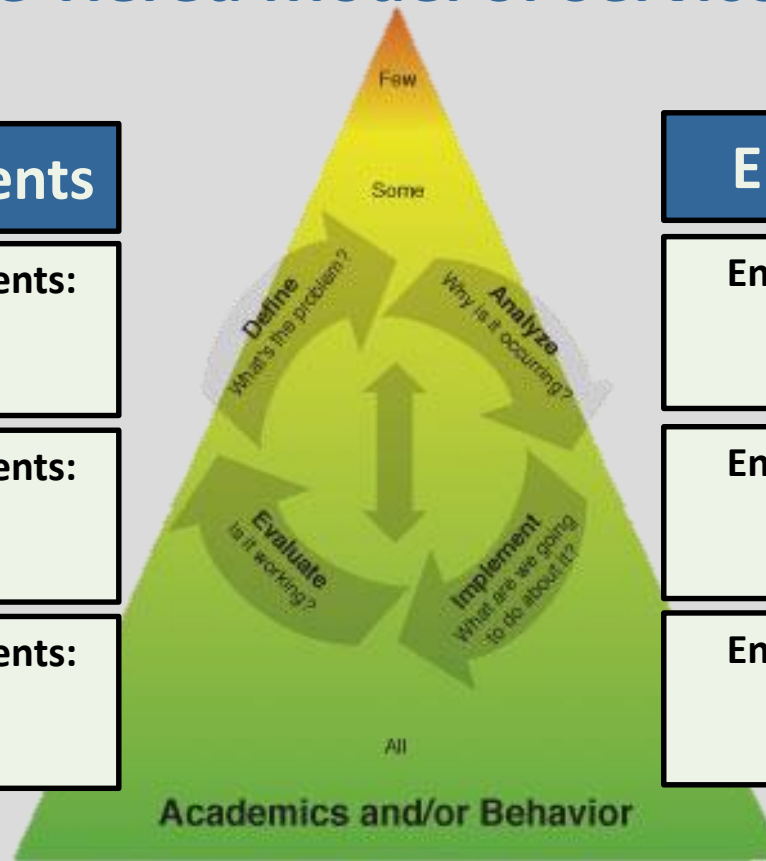
Tier 1 Supports for Students:

Engaging Families

Engaging Families at Tier 3:

Engaging Families at Tier 2:

Engaging Families at Tier 1:



Family-School Partnerships Embedded in PBIS

Student Supports

Tier 3

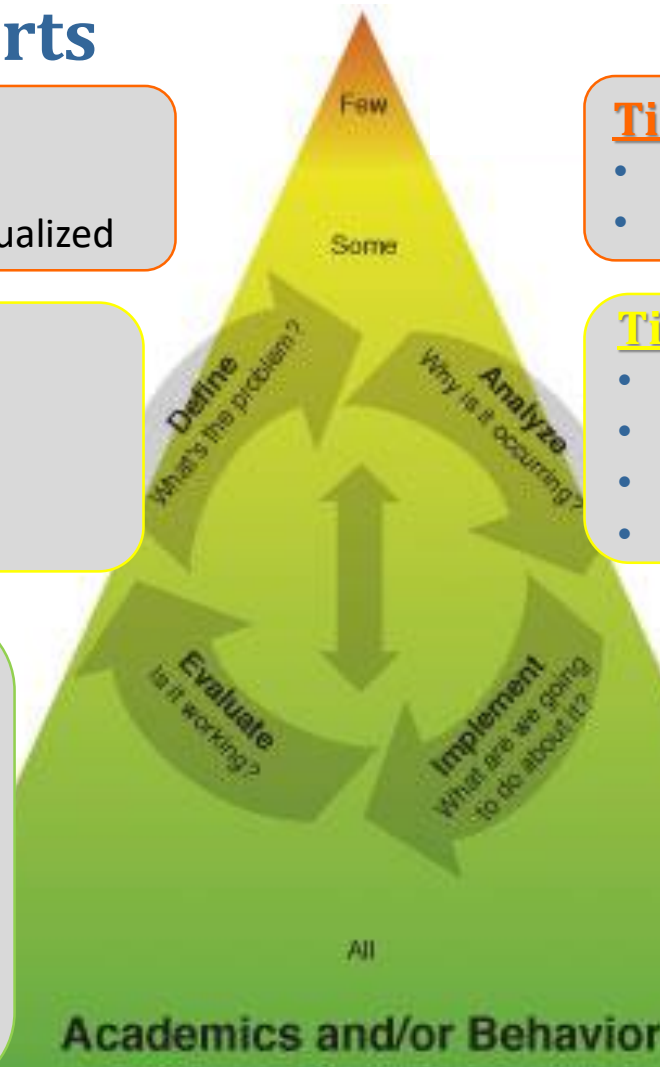
- High Intensity, Specialized
- Assessment-based, Individualized

Tier 2

- High Efficiency
- Rapid Response
- Group Systems
- Specialized Supports

Tier 1

- Whole School, All Classrooms
- Preventative, Proactive
- Clear Expectations Taught to All Students
- Reinforcement & Correction Systems
- Data-Based Decisions



Family Supports

Tier 3

- Family Liaison
- Behavior Intervention Plan

Tier 2

- New Parent Get Together Group
- Learning Sessions (Skill Building)
- Book Clubs
- Check In Check Out

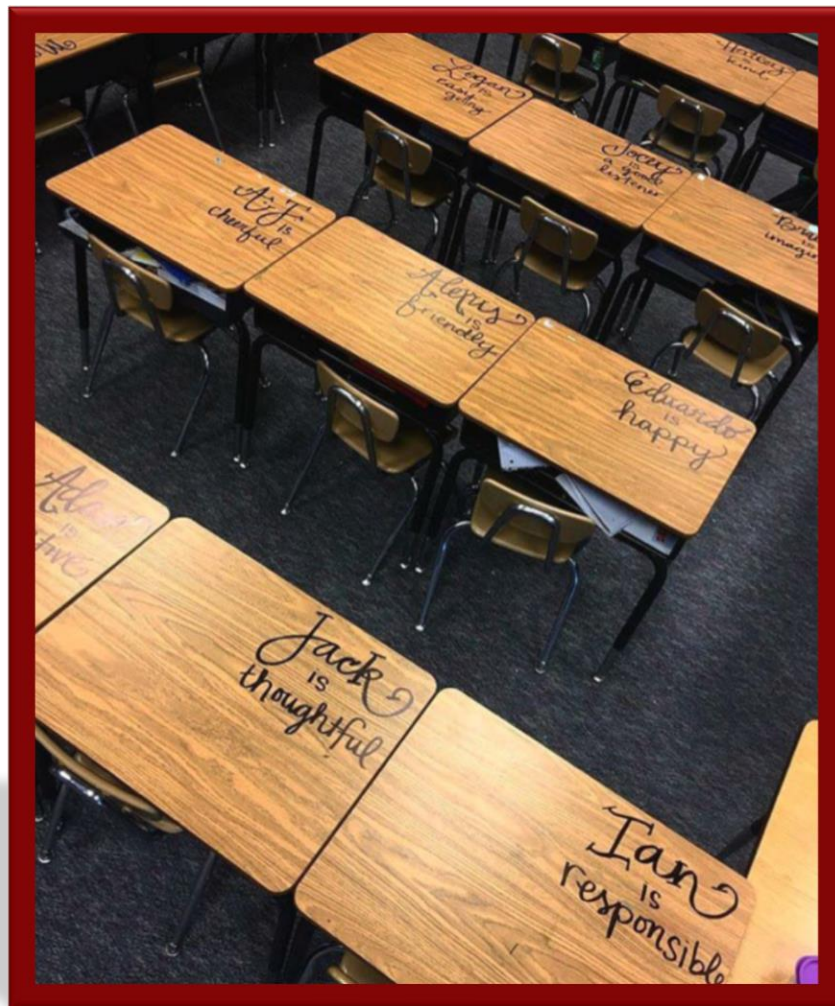
Tier 1

- Grade Level Meetings
- Family Survey/Screeners
- Newsletters/Social Media
- Volunteer Opportunities
- Parent-Teacher Compacts
- Positive Notes Home
- Family Nights
- PBIS Home Matrix

PBIS and Family Engagement

Focus on These Three Key Areas...

1. Communication and **Awareness** to Families
2. **Sharing Power** (Involvement) with Families
3. **Supports** for Family and Student Success



Universals: Connect Points to Families

Primary Focus = Awareness

- Information, Information, Information (2-way)
 - *Educators and parents sharing information across multiple venues*

Involvement

- Parent PBIS Leadership Team member
- Parents involvement in development and implementation
- Specific activities to partner with families at school
 - *Clear timelines, what is expected, outcomes*

Support

- Information regarding range of services & supports
- Behavior strategies for home use

Universal: Awareness to Families

CONSIDER...

- PBIS Letter written in student's voice explaining expectations in action
- PBIS Brochure to send home
- Include PBIS in parent manual and review expectations with parents during conferences/meetings
- Create a family friendly storybook that explains the initiative
- Create parent posters to send home or have fridge magnets, stickers, buttons, chore charts, etc.
- Display visuals that announce the effort (e.g., "Together We Can") through murals, pictures, banners. Or do videos!
- Make buttons that say "Ask me about PBIS." Have staff wear the buttons and be ready to explain the new initiative

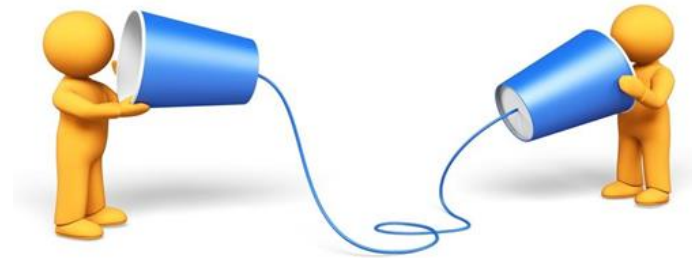
Universal: Awareness to Families

CONSIDER...

- Include PBIS questions in Annual Title I Parent Survey
- Seek parent input on PBIS during Title I parent input activities or events – make them exciting!
- Adopt a symbol (e.g., star, heart, hands). Send a symbol home and describe the initiative on the back
- Have a PBIS Corner in school newsletter, commit to posting PBIS related information on school social media at least once a week
- Include PBIS expectations in Title Parent-School Compact
- Host an open house where parents are encouraged to drop in; set up an activity where the student can introduce the parent to the expectations
- Include a PBIS moment in school events (e.g. have students do a short skit between choir selections, link PBIS to family math night)

**Communicate
Two-Way!**

Consider the Benefits of Multi-Directional Communication



- Multi-directional communication allows **parents and educators to share information back-and-forth** and for communication to be initiated by any party (Sheridan, Rispoli, & Holmes, 2013).
- Frequently, communication with families occurs as a reaction to a problem or request for assistance.
- Communication within this framework emphasizes **(a) proactive contacts, (b) positive and helpful information, and (c) mechanisms that reach all families.**

Power of Positive Phone Calls



Universal: Involvement of Families

Sharing Power with Families

- Establish **family representation on the school PBIS Leadership Team** by including a Family Liaison to facilitate family-school practices and activities within PBIS
- Create a **PBIS Family Engagement Sub-Committee** that is made up of a interested, committed family members representative of the school community
- Key tasks should include:
 - Establishing **shared values and expectations across home and school** related to the universal PBIS systems
 - Determining how to use **school community strengths to address challenges** (as determined by data-based, problem solving)
 - Identifying practices to **engage families with PBIS at home and at school** as well as enhance **home-school communication**
- Utilize a resource like *Serving on Groups That Make Decisions: A Guide for Families* www.servingongroups.org

Parent Readiness Check-In

- Proactively reaches out to families
- Developed process for implementing screener in a multi-tiered approach
- Established systems to support a multi-directional approach

School Readiness Check-In
Welcome to the new school year!
We're checking in with you to learn about your student's strengths and needs for support at school.
By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support?
Cooperating with adults				<input type="checkbox"/>
Behaving well at school				<input type="checkbox"/>
Getting grades that are appropriate for his/her skills				<input type="checkbox"/>
Having good relationships with other students				<input type="checkbox"/>
Following classroom rules				<input type="checkbox"/>
Focusing and staying on task in class				<input type="checkbox"/>
Completing homework and assignments on time				<input type="checkbox"/>
Showing up on time to school or other activities				<input type="checkbox"/>
Avoiding tasks that seem difficult or challenging				<input type="checkbox"/>
Spending time with students who break school rules				<input type="checkbox"/>
Getting depressed, anxious, or irritable				<input type="checkbox"/>
Getting easily distracted by other kids				<input type="checkbox"/>
Needing structure and supervision to stay on task and behave well				<input type="checkbox"/>
Liking attending school				<input type="checkbox"/>

♦ Our school has a Family Resource Center as well as Family Support Team that is able to help provide additional support for students and their parents!

♦ Would you like to be contacted by someone about additional support available through our school? ☐ Yes ☐ No

Student Name: _____ Email: _____
 Parent Name: _____ Phone: _____

Grade: 6 7 8

Crew Teacher: _____

C.S. PORTER MIDDLE SCHOOL 2530 WEST CENTRAL AVENUE MISSOULA, MT 59804 (406)542-4060 (406)542-4098 fax

Family Engagement Walkthrough/Interviews

Family Engagement in a Multi-Level System of Support Survey

Family Member Questions (Interview a minimum of 10 Family members)										
	Are you aware of the school's behavior expectations? (If so, what are they?)	Do you use the school rules/behavior expectations at home?	Has your child/student received any positive acknowledgement for demonstrating school expectations in the last 2 weeks that you are aware of?	Have you noticed a positive change in student behavior and/or school culture?	Have you received any negative comments from a teacher or staff member about your child/student's behavior?	Are you aware of the school's academic standards for their current grade?	Have you received results from your child's universal screening in reading or math?	Have you been informed of what happens when your child's teacher has concerns about his/her behavior or academic skills?	Do you know who to ask if you have concerns about your child's academic progress?	Are you aware of a process for informing parents of how a student responds to interventions?
	Record # of rules	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No
1										
2										
3										
4										
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19										
20										

Survey can be completed during parent/teacher conferences, afterschool activities, cold calls to families, etc.

Revised March 2016

From Wisconsin PBIS Network

Universal: Support to Families

CONSIDER...

- “Homework” assignments to practice social skills with family members (e.g. “give each person in your family 3 compliments.”)
- Invite parents to be a part of classroom or school celebrations of success for PBIS
- Display photos of the children and program staff engaging in expectations. Encourage families to submit pictures of families and children doing the same at home
- Plan a PBIS Family Night – at school or off site!
- Empower parents to recognize staff who are exhibiting PBIS expectations
- Send home tip sheets on how to promote the expectations at home

Universal: Support to Families

CONSIDER...

- Provide positive note templates for teachers to send home- make sure one reaches each family the first couple weeks of school
- Have families submit stories about their child using the expectations at home. Put in a jar for a drawing.
- At every parent/teacher conference, share information on the initiative and the progress of the child – consider conferences not at school.
- Have children make books about the skills they are learning to take home. Include photos of the child in the book.
- Personal notes that comment on the parent's strengths and efforts in supporting their child's development
- Create a PBIS Family Calendar

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y

Home to School Bucks (Recognition)



- Links School Expectations to Home – Strengthening Communication/Connections
- Teaches Families How to Create Appropriate Acknowledgements or Incentives

Small Group/Targeted: Connect Points to Families

Primary Focus = Involvement

- Parent consent/ information meeting
- Parent part of planning
- Follow-up meetings and progress/outcome sharing

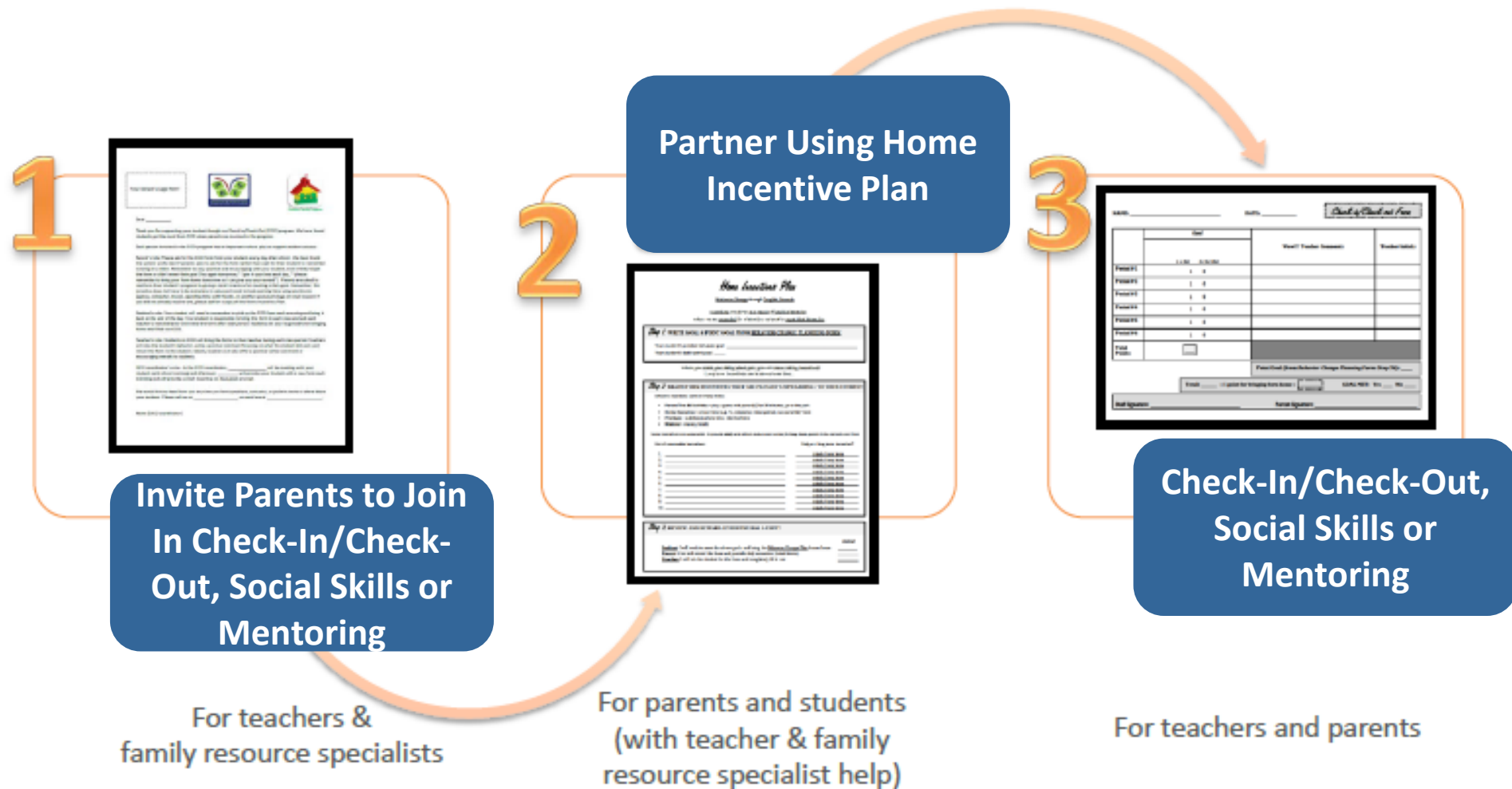
Awareness

- Continuum of supports explained
- Referral points defined

Support


- Partnership to explore school / home strategies
- Quick easy “generalization strategies” for home use
 - *Many times this happens through the involvement*

Tier II Family Involvement



Home-Based Incentive Plan

- Engages them in behavior support process
- Families set a goal and reinforcer
- Provided to all families with a student in CICO, Social Skills or Mentoring



ELMHURST
COMMUNITY UNIT SCHOOL DISTRICT 205

*Please complete the form below with your family and
RETURN IT TO OUR PAWS FACILITATOR(S).*

We appreciate your continued partnership with Churchville in supporting your student.

Brainstorm incentives that are pleasant/rewarding to your child.			
Effective incentives come in many forms:			
Parent Time & Activities Ideas listed below	Home Resources Ideas listed below	Privileges Ideas listed below	Material Rewards Ideas listed below
<p><u>Some incentives are reasonable to provide daily. Others make more sense for long-term goals to be earned over time. Brainstorm a list of reasonable incentives WITH YOUR CHILD: Daily or long-term incentive?</u></p> <p>1. <i>Example:</i> If you come home from school with a completed PAWS card, you can receive extra screen time. <u>DAILY</u></p> <p>2. <i>Example:</i> If you show me your PAWS card 5 days in a row, you can buy a new app. <u>LONG-TERM</u></p> <p>3. _____ daily / long-term _____</p> <p>4. _____ daily / long-term _____</p> <p>5. _____ daily / long-term _____</p>			

Ideas for Home Incentives

<p>Parent Time and Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Play a game for 15/30 minutes <input type="checkbox"/> Take a walk <input type="checkbox"/> Go out for ice cream together <input type="checkbox"/> Work on a craft project for 15/30 minutes <input type="checkbox"/> Go to the park <input type="checkbox"/> Read a book together <p>Home Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30 minutes screen time (e.g., TV, computer) <input type="checkbox"/> 30 minutes video game time <input type="checkbox"/> Take bottles back to the store; keep/split refund <p>Privileges</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have shared bedroom to self for 1 hr/day <input type="checkbox"/> Go out with friends <input type="checkbox"/> Additional telephone time <input type="checkbox"/> Privacy time <input type="checkbox"/> Later bedtime (by 30 minutes) <input type="checkbox"/> Permission to go to special event <p>Material Rewards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily allowance <input type="checkbox"/> Pick out \$1-\$5 item on shopping trip <input type="checkbox"/> Pick one item from basket of treats/candy <input type="checkbox"/> Rent a movie 	<ul style="list-style-type: none"> <input type="checkbox"/> Cook or bake together <input type="checkbox"/> Go to the movies <input type="checkbox"/> Have a night out together (teen's choice) <input type="checkbox"/> Go fishing <input type="checkbox"/> Go hiking <input type="checkbox"/> Watch a video (just the two/three of you) <ul style="list-style-type: none"> <input type="checkbox"/> Choose a special TV program to watch <input type="checkbox"/> Pick video game to play <input type="checkbox"/> Use parent(s)' tools <ul style="list-style-type: none"> <input type="checkbox"/> Go swimming <input type="checkbox"/> Have first dibs on bathroom in the morning <input type="checkbox"/> Have a friend over <input type="checkbox"/> Have a friend spend the night <input type="checkbox"/> Visit with grandparents/relatives <input type="checkbox"/> Go to a friend's house <ul style="list-style-type: none"> <input type="checkbox"/> Craft supplies (e.g. stickers, glitter pens) <input type="checkbox"/> Pokemon/sports cards <input type="checkbox"/> Puzzles (e.g. Sudoku, word search) <input type="checkbox"/> Rent a video game
--	---

Individual/Intensive: Connect Points to Families

Primary Focus = Support

- Partner planning – strengths-based focus using functional behavioral assessment
- Facilitating interagency programs/community supports
- Targeted training/supports for families

Awareness

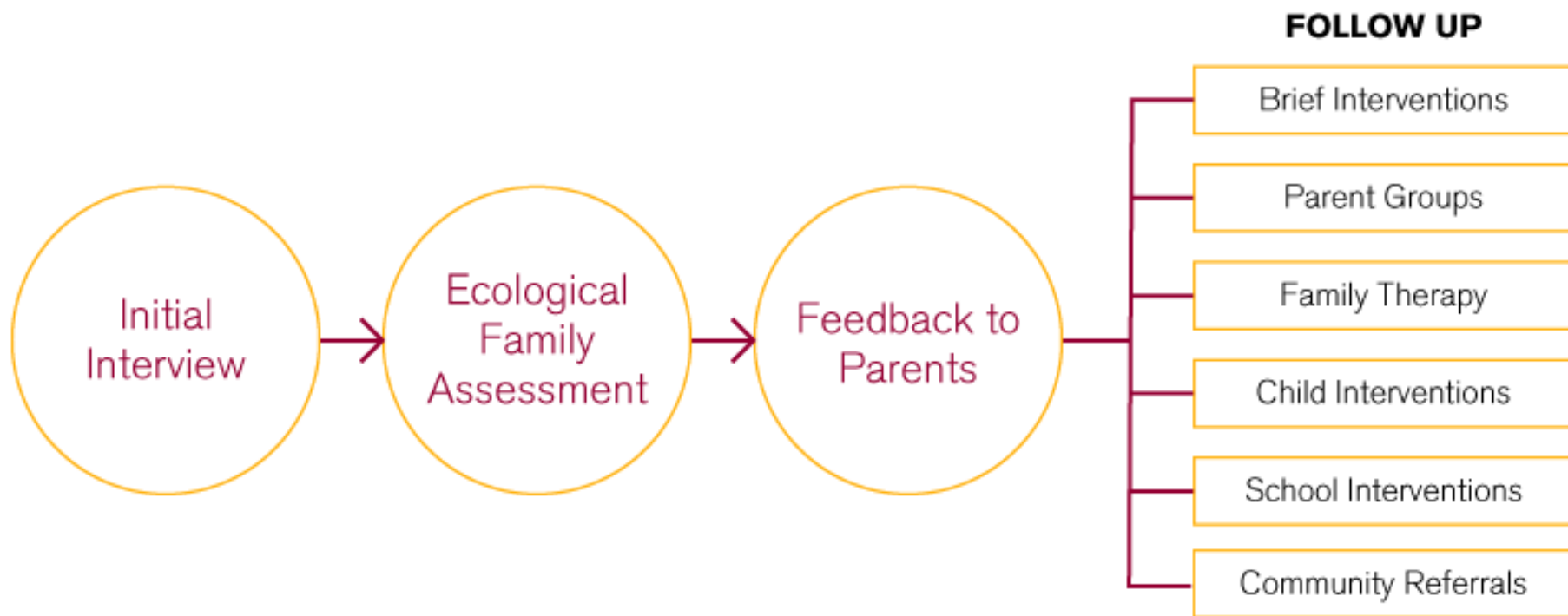
- Information (e.g., IDEA, ADA, Mental Health, District Services)
- Accessible referral point (special education / non-special education)
- “Science” of behavior for both educators and family

Involvement

- Family advocacy groups on school/district team
- Parents of children with disabilities on school/district team

The Family Check-Up

A strengths-based intervention that **reduces children's problem behaviors by improving parenting and family management practices**. The Family Check-Up provides **parents with the tools that they need** to manage their children's behaviors effectively and to build a strong and positive relationship with their children.



Community Engagement and PBIS

- Local resources are crucial
- Political support
- Business investment
- Media coverage
- Alumni
- Local Police
- Community-wide events that highlight PBIS efforts



Hershfeldt, Patti & Barrett, Susan (2016). *It Takes a Village: Community and Family Involvement in PBIS as a Protective Factor for High School Students*: Mid Atlantic PBIS Network

When Engaging Families Remember...

➤ Apply PBIS logic to Family Engagement

- Don't keep doing what hasn't worked
- What does your data show?

➤ If engagement didn't happen, how would you change your approach to effectively engage?

- Write precise problem statements and use
- problem solving techniques
- Make it relevant to THEIR student and link to learning

➤ Build Relationships

- Avoid Judgment
- Always start with the positive
- Avoid “parent trainings”



Engagement and Relationships Opens Possibilities...



Family-School Partnerships Embedded in PBIS

How do you support students and engage families throughout the Tiered Model of Services and Support?

Supporting Students

Tier 3 Supports for Students:

Tier 2 Supports for Students:

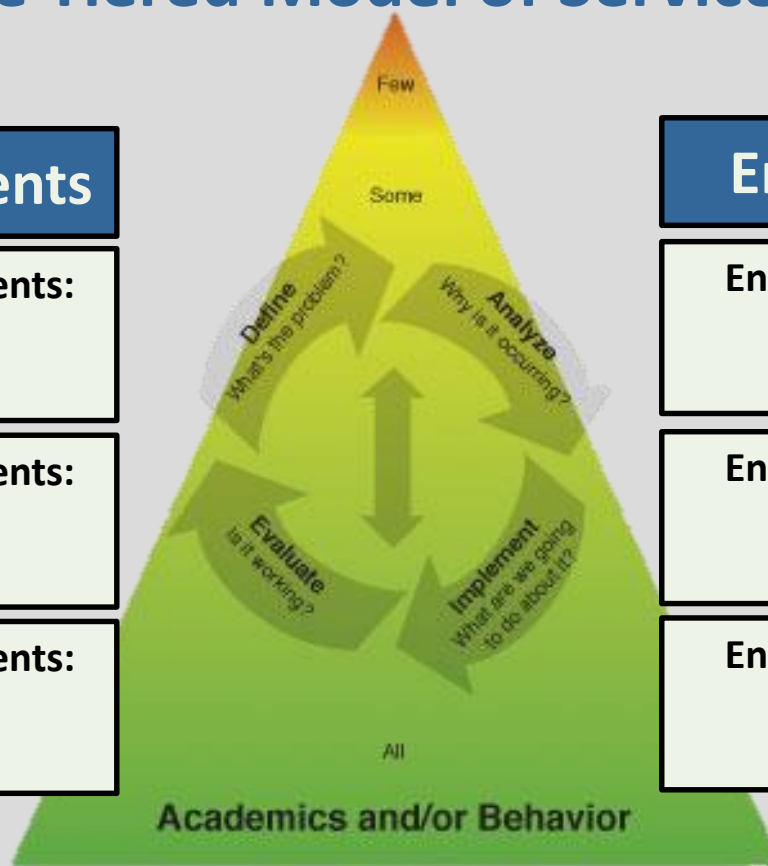
Tier 1 Supports for Students:

Engaging Families

Engaging Families at Tier 3:

Engaging Families at Tier 2:

Engaging Families at Tier 1:





THANK YOU!

Michelle Sandrock
School Climate Specialist
Wraparound Services Coordinator

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The Dual Capacity-Building Framework for Family–School Partnerships





How Family-Friendly Is Your School?

Part of the Georgia Family-Friendly Partnership School Initiative

	1	2
<p>Before viewing the Georgia Virtual Family - Friendly Partnership Schools , take a minute to complete this self assessment. <i>How family - friendly is your school?</i> In column one place a check mark beside the items you feel represent your school. Then, after viewing the Georgia Virtual Family - Friendly Partnership Schools review your choices . <i>Do you still think your school is family - friendly in those areas?</i> Now using column two place an X beside the items you would like to improve or implement in your school.</p>		
1. The school is easy to find within the community and the front entrance of the building can be easily identified.		
2. The front of the school depicts a welcoming environment that naturally makes families and visitors feel accepted and at ease.		
3. The school provides various guest badges upon sign in representing either a parent, a volunteer, or a visitor.		
4. The front office staff is friendly and helpful. They assist and recognize visitors immediately, as well as answer the phone and treat visitors politely.		
5. The school has friendly signs throughout the building in languages all parents can understand welcoming, thanking, and directing families on how to get around to key rooms and locations.		
6. The school provides regular opportunities for parents to volunteer in many different capacities throughout the school.		
7. School faculty and staff acknowledge parent presence with a positive attitude and provide many opportunities for parent—teacher communication.		
8. Student work is displayed throughout classrooms and halls along with the standards rubric and teacher feedback.		
9. The school has a parent resource center that provides families with important educational resources, offers workshops, and provides support services.		
10. The school has a Parent Involvement Coordinator who serves as the primary contact person for families and links them to the school.		



How Family-Friendly Is Your School?

Part of the Georgia Family-Friendly Partnership School Initiative

	1	2
11. The school provides regular events and opportunities for parents to visit during school and non-school hours.		
12. The school is open and accessible for extended hours to encourage family and community use of areas such as the gym, auditorium, cafeteria, grounds, athletic fields, etc.		
13. The principal holds weekly open office hours as well as opportunities to meet with groups of parents through advisory councils, town hall meetings, or other events.		
14. The school engages in regular communication with all families and makes sure parents receive all important correspondences by delivering them in multiple forms and in languages representative of the school's population.		
15. The school regularly asks for parent input and feedback regarding school climate and culture.		
16. The school recognizes, respects, and reaches out to all families regardless of culture, ethnicity, language, or disability.		
17. The school provides professional development for staff on topics of parent involvement, cultural competence and sensitivity, and communication with parents.		
18. The school has active involvement from community partners in and outside of the classroom.		
19. The school has active parent organizations that encourage and recruit all parents to participate.		
20. All parents, faculty, staff, administrators, and community members view the school as welcoming, inviting, and family friendly.		

Family-School Partnerships Embedded in PBIS

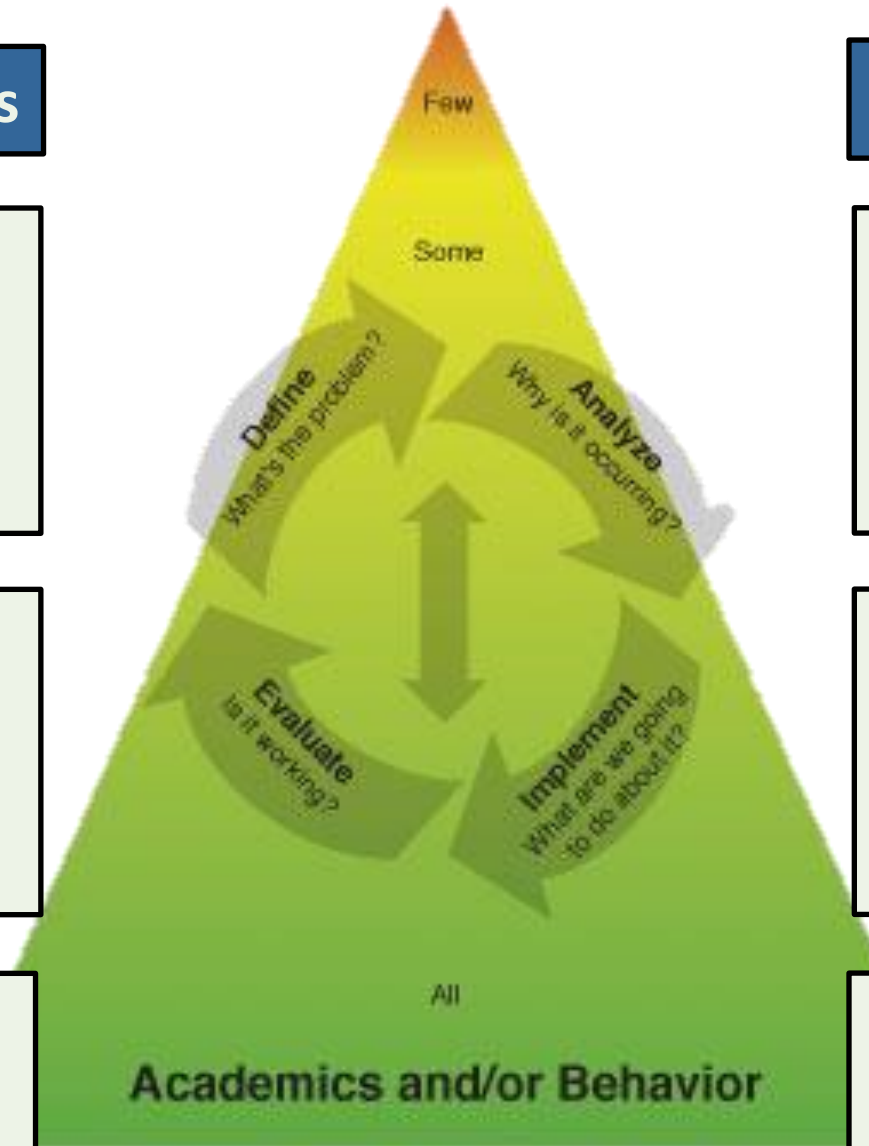
How do you support students and engage families throughout the Tiered Model of Services and Support?

Supporting Students

Tier 3 Supports for Students:

Tier 2 Supports for Students:

Tier 1 Supports for Students:



Engaging Families

Tier 3 Supports for Students:

Tier 2 Supports for Students:

Tier 1 Supports for Students:

School Readiness Check-In

Welcome to the new school year!

We're checking in with you to learn about your student's strengths and needs for support at school.

By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support? ☹
Cooperating with adults				<input type="checkbox"/>
Behaving well at school				<input type="checkbox"/>
Getting grades that are appropriate for his/her skills				<input type="checkbox"/>
Having good relationships with other students				<input type="checkbox"/>
Following classroom rules				<input type="checkbox"/>
Focusing and staying on task in class				<input type="checkbox"/>
Completing homework and assignments on time				<input type="checkbox"/>
Showing up on time to school or other activities				<input type="checkbox"/>
Avoiding tasks that seem difficult or challenging				<input type="checkbox"/>
Spending time with students who break school rules				<input type="checkbox"/>
Getting depressed, anxious, or irritable				<input type="checkbox"/>
Getting easily distracted by other kids				<input type="checkbox"/>
Needing structure and supervision to stay on task and behave well				<input type="checkbox"/>
Liking attending school				<input type="checkbox"/>

🐾 *Our school has a **Family Resource Center** as well as **Family Support Team** that is able to help provide additional support for students and their parents!*

🐾 *Would you like to be contacted by someone about additional support available through our school?* ☐ **Yes** ☐ **No**

Student Name: _____ Email: _____

Parent Name: _____ Phone: _____

Grade: 6 7 8

Crew Teacher: _____

PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E	V	E	R	Y	D	A	Y

Family Engagement in a Multi-Level System of Support Survey

Family Member Questions (Interview a minimum of 10 Family members)										
	Are you aware of the school's behavior expectations? (If so, what are they?)	Do you use the school rules/behavior expectations at home?	Has your child/student received any positive acknowledgement for demonstrating school expectations in the last 2 weeks that you are aware of?	Have you noticed a positive change in student behavior and/or school culture?	Have you received any negative comments from a teacher or staff member about your child/student's behavior?	Are you aware of the school's academic standards for their current grade?	Have you received results from your child's universal screening in reading or math?	Have you been informed of what happens when your child's teacher has concerns about his/her behavior or academic skills?	Do you know who to ask if you have concerns about your child's academic progress?	Are you aware of a process for informing parents of how a student responds to interventions?
	Record # of rules	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No	Record Yes/No
1										
2										
3										
4										
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Survey can be completed during parent/teacher conferences, afterschool activities, cold calls to families, etc.

Revised March 2016

From Wisconsin PBIS Network



STUDENT NAME _____

Please complete the form below with your family and KEEP FOR YOUR OWN USE.

You do not have to return this form to the school.

Ideas for Home Incentives

Brainstorm incentives that are pleasant/rewarding to your child.

Effective incentives come in many forms: parent time & activities, home resources, privileges, and/or material rewards. Ideas for all of these are listed at the bottom of the page. Some incentives are reasonable to provide daily. Others make more sense for long-term goals to be earned over time.

Brainstorm a list of reasonable incentives WITH YOUR CHILD: Daily or long-term incentive?

1. *Example:* If you come home from school with a completed PAWS card, you can receive extra screen time. **DAILY**

2. *Example:* If you show me your PAWS card 5 days in a row, you can buy a new app. **LONG-TERM**

3. _____ daily / long-term _____

4. _____ daily / long-term _____

5. _____ daily / long-term _____

Parent Time and Activities

- | | |
|--|--|
| <input type="checkbox"/> Play a game for 15/30 minutes | <input type="checkbox"/> Cook or bake together |
| <input type="checkbox"/> Take a walk | <input type="checkbox"/> Go to the movies |
| <input type="checkbox"/> Go out for ice cream together | <input type="checkbox"/> Have a night out together (teen's choice) |
| <input type="checkbox"/> Work on a craft project for 15/30 minutes | <input type="checkbox"/> Go fishing |
| <input type="checkbox"/> Go to the park | <input type="checkbox"/> Go hiking |
| <input type="checkbox"/> Read a book together | <input type="checkbox"/> Watch a video (just the two/three of you) |

Home Resources

- | | |
|--|---|
| <input type="checkbox"/> 30 minutes screen time (e.g., TV, computer) | <input type="checkbox"/> Choose a special TV program to watch |
| <input type="checkbox"/> 30 minutes video game time | <input type="checkbox"/> Pick video game to play |
| <input type="checkbox"/> Take bottles back to the store; keep/split refund | <input type="checkbox"/> Use parent(s)' tools |

Privileges

- | | |
|---|---|
| <input type="checkbox"/> Have shared bedroom to self for 1 hr/day | <input type="checkbox"/> Go swimming |
| <input type="checkbox"/> Go out with friends | <input type="checkbox"/> Have first dibs on bathroom in the morning |
| <input type="checkbox"/> Additional telephone time | <input type="checkbox"/> Have a friend over |
| <input type="checkbox"/> Privacy time | <input type="checkbox"/> Have a friend spend the night |
| <input type="checkbox"/> Later bedtime (by 30 minutes) | <input type="checkbox"/> Visit with grandparents/relatives |
| <input type="checkbox"/> Permission to go to special event | <input type="checkbox"/> Go to a friend's house |

Material Rewards

- | | |
|--|---|
| <input type="checkbox"/> Daily allowance | <input type="checkbox"/> Craft supplies (e.g. stickers, glitter pens) |
| <input type="checkbox"/> Pick out \$1-\$5 item on shopping trip | <input type="checkbox"/> Pokémon/sports cards |
| <input type="checkbox"/> Pick one item from basket of treats/candy | <input type="checkbox"/> Puzzles (e.g. Sudoku, word search) |
| <input type="checkbox"/> Rent a movie | <input type="checkbox"/> Rent a video game |



NOMBRE DEL ESTUDIANTE: _____

Por favor complete junto con su familia la forma incluida abajo y CONSERVELA PARA SU PROPIO USO. Usted no tiene que regresar esta forma a la escuela.

Reflexione sobre las iniciativas que son agradables/gratificantes para su estudiante.

Incentivos eficaces vienen en muchas formas: tiempo de actividades con los padres, recursos en casa, privilegios, y material. Una lista de ideas esta aquí abajo. Algunas iniciativas dan resultados en el diario y otras son mejores en resultado a largo plazo con el tiempo.

Lista de Iniciativas Razonables:

¿Iniciativa Diaria o a Largo Plazo?

1. *Ejemplo:* Si tu vienes de la escuela con tu reporte completo de PAWS, tu podrás recibir tiempo extra para ver televisión. **DIARIAMENTE**

2. *Ejemplo:* Si tu me muestras tu reporte de PAWS 5 días seguidos, tu podrás comprar una nueva aplicación (app). **EN LARGO TIEMPO**

3. _____ diario / largo plazo _____
4. _____ diario / largo plazo _____
5. _____ diario / largo plazo _____

Ideas de Iniciativas

Tiempo de Actividades con los Padres

- | | |
|--|--|
| <input type="checkbox"/> Jugar un juego por 15/30 minutos | <input type="checkbox"/> Cocinar y hornear juntos |
| <input type="checkbox"/> Dar un paseo | <input type="checkbox"/> Ir al cine |
| <input type="checkbox"/> Salir juntos a comer helado | <input type="checkbox"/> Tener una noche juntos (elección del joven) |
| <input type="checkbox"/> Trabajar en un proyecto por 15/30 minutos | <input type="checkbox"/> Ir de pesca |
| <input type="checkbox"/> Ir al parque | <input type="checkbox"/> Ir de caminata |
| <input type="checkbox"/> Leer un libro juntos | <input type="checkbox"/> Ver una película (solamente Uds. dos/tres) |

Recursos en Casa

- | | |
|---|---|
| <input type="checkbox"/> 30 minutos tiempo tecnológico (p.ej. la tele) | <input type="checkbox"/> Escoger un programa especial del TV para ver |
| <input type="checkbox"/> 30 minutos tiempo de jugar juegos de videos | <input type="checkbox"/> Escoger un juego de video para jugar |
| <input type="checkbox"/> Llevar botellas para la tienda y dividir el dinero | <input type="checkbox"/> Utilizar herramientas familiares |

Privilegios

- | | |
|--|---|
| <input type="checkbox"/> Tener el cuarto sólo por una hora diaria | <input type="checkbox"/> Ir a nadar |
| <input type="checkbox"/> Salir con sus amigos | <input type="checkbox"/> Tener prioridad en el baño por la mañana |
| <input type="checkbox"/> Tener tiempo adicional con el teléfono | <input type="checkbox"/> Invitar un amigo a casa |
| <input type="checkbox"/> Tiempo privado | <input type="checkbox"/> Invitar un amigo a quedarse la noche |
| <input type="checkbox"/> Cambiar la hora de acostarse (por 30 minutos) | <input type="checkbox"/> Visitar abuelos/familiares |
| <input type="checkbox"/> Tener permiso a ir a un evento especial | <input type="checkbox"/> Ir a casa de un amigo |

Recompensas Materiales

- | | |
|--|---|
| <input type="checkbox"/> Estimado de dinero diario | <input type="checkbox"/> Suministros artísticos (p. ej. lápices brillantes) |
| <input type="checkbox"/> Escoger algo de \$1-\$5 en paseo de compras | <input type="checkbox"/> Pokémon/cartas deportivas |
| <input type="checkbox"/> Escoger un caramelo de la canasta de dulces | <input type="checkbox"/> Rompecabezas (p.ej. búsqueda de palabras) |
| <input type="checkbox"/> Alquilar una película | <input type="checkbox"/> Alquilar un juego de video |